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ABSTRACT

Trade and Industrial (T&I) and Health Occupations teachers are often hired on the basis of licensure or job experience, rather than educational attainment. To provide consistent preservice and inservice teacher education to T&I and Health Occupations teachers, competencies required for effective teaching must be identified and validated by practitioners. Teaching competencies deemed important by selected teachers, administrators, and teacher educators in Missouri were identified from a list compiled by the principal investigator after a literature review. These competencies were subsequently validated, and a determination was made as to whether they were basic or supplemental to vocational education certification requirements. A committee of selected teachers and administrators made these determinations. The Missouri Department of Elementary and Secondary Education then formed the Industrial Education Professional Development Committee to establish consistent titles for vocational courses in the interests of statewide consistency in teacher education, and to group the competencies under the course titles for consistent content. Appendix 1 ranks the competencies by instructional area. Also attached is the competency profile for teachers with the priorities for each area. (SLD)

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IDENTIFICATION AND VERIFICATION OF T&I AND HEALTH OCCUPATIONS TEACHER COMPETENCIES

Northern Rocky Mountain Educational Research Association
Jackson, Wyoming

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In many states, Trade and Industrial and Health Occupations teachers are recruited and hired on the basis of licensure and/or job experience, not on the basis of educational attainment. It is required of these teachers, once they are hired, to meet minimal educational requirements in order to qualify for and maintain their renewable teaching certification. Additionally, the Division has selected required courses within the state university system which will provide skilled workers with the basic teaching and classroom management expertise necessary to function effectively in the vocational classroom. These courses, originally selected for their similarity from campus to campus, have subsequently developed disparate content to the extent that many can no longer be considered equivalent, uniform, nor consistent in the information and activities presented.

In order to provide consistent, quality pre-service and in-service teacher education to T&I and Health Occupations teachers, it is imperative that the competencies required to promote effective teaching be identified and validated by the practitioners. The information derived from this study can subsequently be utilized to evaluate courses offered by both in-state and out-of-state universities to determine the extent to which those courses meet the vocational teacher certification requirements.

Specifically, this study:

1. Identified the teaching competencies deemed important by selected teachers, administrators and teacher educators throughout the state of Missouri.
2. Validated the competencies identified and determined whether the competencies were basic or supplemental to vocational certification requirements.

In order to accomplish the above objectives, the principal investigator reviewed appropriate literature and compiled a list of competencies deemed important by vocational education experts. The list was organized into a questionnaire and mailed to vocational teachers and administrators. The participants in the study were asked to rank each competency as to its importance for a teacher of Health Occupations or Trades and Industries. The results of this survey were summarized and presented to a committee of selected teachers and administrators for validation and ranking.

The committee reviewed the findings from the survey and made recommendations for a list of core competencies required of T&I and Health Occupations teachers. As a result of their review, the committee chose to add several competencies,combined some and revised others. The committee also established a three-level priority system, but chose not to assign a specific priority level for each competency.

Level One competencies are those the committee felt were extremely important. Teachers should become proficient in these competencies early in their teaching career, and they should be part of "required" certification courses. Level Two competencies were also considered very important; however, gaining proficiency with the level two competencies is not quite as urgent as suggested for level one. Level three competencies were identified as those that may not apply to all classroom teachers, or may be optional (nice to know). The competency lists are presented in Appendix 1, ranked by average rating as derived from the survey results.

This study provides information which will help vocational teachers, administrators and teacher educators identify teaching competencies required for certification of T&I and Health Occupations teachers. Information derived from this study can result in revision of current pre-service and in-service education for vocational teachers, and may identify areas for additional in-service education.

Follow-up to this study by the Missouri Department of Elementary and Secondary Education included the formation of Industrial Education Professional Development Committee, made up of teacher educators responsible for T&I and Health Occupations teacher education at the state universities. The committee was charged with the following activities:

- Determination of consistent titles for vocational courses that all institutions would buy into thereby enabling the titles of courses for vocational certification courses to be consistent, state-wide.
- Grouping of competencies under the course titles to insure that all students would receive consistent content.

- Cross-referenced competencies to the AAVIM materials. Competencies not covered in the AAVIM materials were developed by the committee members.
- Mediated materials needed to teach the competencies were identified. Field testing of written modules and videos will be undertaken in FY-92 with input from teachers and teacher educators utilized for final revisions.

To date, course titles have been identified, and competencies have been assigned to the appropriate courses. The courses, and the competencies required for each course is shown in Appendix 2.

Appendix 1

COMPETENCIES RANKED BY INSTRUCTIONAL AREA

EVALUATION (Overall Mean = 2.624)

RANK	MEAN	COMPETENCY
4	2.746	Evaluate instructional effectiveness
6	2.718	Record and monitor student progress
10	2.648	Establish criteria for student performance in a vocational education program in your occupational area
12	2.634	Develop and administer tests to assess student cognitive performance
20	2.577	Develop and administer evaluative devices to assess student psychomotor performance
21	2.577	Determine student grades in a vocational course/program utilizing competency mastery
32	2.465	Develop and administer evaluative instruments to assess student affective performance

INSTRUCTIONAL PLANNING (Overall Mean = 2.516)

RANK	MEAN	COMPETENCY
5	2.732	Select and obtain instructional materials for your course
8	2.662	Plan units of instruction for your class
13	2.620	Write lesson plans for topics in your course
15	2.606	Organize course content for competency-based education
16	2.606	Guide your students through the competency-based education program
22	2.563	Provide instructional materials for competency-based education
34	2.451	Identify and access existing sources of curriculum and instructional materials
36	2.437	Write student performance objectives for a vocational course you are teaching
38	2.423	Plan, prepare, and duplicate teacher-made instructional materials
47	2.380	Determine the needs and interests of the students in your class
48	2.366	Modify instructional plans and materials for individualized instruction
50	2.352	Establish and assess the entry level criteria for your program

PROGRAM MANAGEMENT (Overall Mean = 2.424)

RANK	MEAN	COMPETENCY
1	2.783	Provide for the safety needs of students
9	2.652	Manage equipment and supplies in the laboratory
11	2.644	Organize and maintain the laboratory
53	2.348	Project needs for instructional resources for course/program
60	2.304	Provide for the first aid needs of students
77	2.244	Prepare budgets and reports for course/program
81	2.222	Maintain a filing system
90	2.196	Plan for expansion of facilities and purchase of equipment and supplies for the vocational program

ASSISTING STUDENTS IN IMPROVING THEIR BASIC SKILLS (Overall Mean = 2.340)

RANK	MEAN	COMPETENCY
31	2.471	Assist students in improving their oral communication skills
42	2.400	Assist students in developing technical reading skills
46	2.386	Assist students in improving their survival skills
67	2.286	Assist students in improving their math skills
74	2.257	Assist students in improving their writing skills
79	2.243	Assist students in achieving basic reading skills

INSTRUCTION (Overall Mean = 2.285)

RANK	MEAN	COMPETENCY
2	2.746	Direct student laboratory/clinical experience
3	2.746	Demonstrate manipulative skills
7	2.671	Demonstrate concepts or principles
14	2.620	Direct students in applying problem-solving techniques
17	2.606	Introduce lessons
18	2.606	Summarize lessons
23	2.563	Direct student study
26	2.535	Employ reinforcement techniques
27	2.521	Use questioning techniques
30	2.486	Direct student in acquiring skills, attitudes, or concepts via the project method
33	2.464	Present information through illustrated talks
37	2.437	Provide instruction for slower and more capable students
39	2.423	Direct individualized instruction

62	2.296	Illustrate lessons, using flannel board, models, or real objects
66	2.286	Conduct group discussions, panel discussions, and/or symposiums
83	2.214	Present information with overhead projector
88	2.200	Present information with the aid of chalkboard or flip chart
89	2.197	Present information with televised and videotaped materials
101	2.085	Present information, using subject matter expert
102	2.085	Present information with filmstrips and slides
106	2.070	Conduct individual and group field trips
107	2.070	Present information with films
109	2.043	Direct students in instructing other students
116	2.014	Stimulate learning through brainstorming, buzz group, and question box techniques
119	1.986	Employ the techniques of role-playing and simulation
120	1.972	Direct programmed instruction
124	1.901	Illustrate with bulletin boards and exhibits
130	1.725	Conduct team teaching
132	1.696	Present information with audio recordings

STUDENT VOCATIONAL ORGANIZATIONS (Overall Mean = 2.268)

RANK	MEAN	COMPETENCY
24	2.563	Assist students in developing self-discipline
68	2.282	Establish student vocational organization
75	2.254	Provide learning experiences for vocational students through structured activities
85	2.211	Prepare students for leadership roles in the student vocational organization
113	2.028	Assist students in developing and financing a yearly program of activities

TEACHING ADULTS (Overall Mean = 2.257)

RANK	MEAN	COMPETENCY
52	2.348	Plan instruction for adults
61	2.303	Evaluate the performance of adults
64	2.288	Manage the adult instructional process
72	2.258	Determine individual training needs of adult learners
100	2.090	Market adult education program

SERVING STUDENTS WITH SPECIAL NEEDS (Overall Mean = 2.253)

RANK	MEAN	COMPETENCY
35	2.451	Promote peer acceptance of students with special needs
41	2.408	Provide appropriate instructional materials for students with special needs
49	2.366	Use instructional techniques to meet the needs of students with special needs
58	2.338	Plan instruction for students with special needs
59	2.310	Assess the progress of students with special needs
69	2.271	Modify the learning environment for students with special needs
70	2.265	Prepare special needs students for employability
91	2.191	Assist special needs students in developing career planning skills
92	2.183	Identify students with special needs
97	2.141	Participate in the development of individualized education plan (IEP)
98	2.113	Counsel special needs students with personal-social problems
118	2.000	Promote the vocational program with special needs students

PROGRAM PLANNING, DEVELOPMENT AND EVALUATION (Overall Mean = 2.213)

RANK	MEAN	COMPETENCY
19	2.600	Develop vocational education program goals and objectives
25	2.557	Evaluate your vocational education program
28	2.507	Develop course of study for a course you teach
29	2.500	Maintain occupational advisory council
40	2.414	Organize or reorganize occupational advisory council
65	2.286	Utilize labor market and occupational information
73	2.257	Develop long-range plans for a vocational education program
115	2.014	Conduct student follow-up study
128	1.800	Conduct occupational analysis
131	1.714	Conduct and analyze community survey data
133	1.690	Plan community survey

PROFESSIONAL ROLE AND DEVELOPMENT (Overall Mean = 2.185)

RANK	MEAN	COMPETENCY
45	2.394	Identify teacher certification requirements for your occupation
51	2.352	Demonstrate knowledge of the need for developing and maintaining a personal philosophy of education
57	2.338	Establish a professional development plan for certification
76	2.254	Demonstrate involvement in school and community activities
114	2.028	Identify leadership opportunities in your field
129	1.746	Identify opportunities for research in your field

GUIDANCE AND RECRUITMENT (Overall Mean = 2.167)

RANK	MEAN	COMPETENCY
43	2.394	Present program information to prospective students
55	2.338	Assist student in applying for employment or further education
78	2.243	Provide information on education and career opportunities
96	2.143	Use conferences to help students meet personal, education, and vocational needs
105	2.071	Gather student data through personal contacts
126	1.814	Select and use appropriate student data collection sources and techniques

SERVING GIFTED STUDENTS (Overall Mean = 2.141)

RANK	MEAN	COMPETENCY
80	2.232	Provide appropriate instructional materials for gifted students
87	2.203	Use instructional techniques to meet the needs of gifted students
94	2.147	Promote peer acceptance of gifted students
95	2.145	Promote the vocational program with gifted students
103	2.078	Identify gifted students
108	2.043	Plan instruction for gifted students

COORDINATION OF COOPERATIVE VOCATIONAL EDUCATION PROGRAMS (Overall Mean = 2.119)

RANK	MEAN	COMPETENCY
54	2.338	Place students on the job
63	2.294	Evaluate students on the job
71	2.261	Coordinate and supervise on-the-job instruction
82	2.221	Plan and conduct related instruction
86	2.206	Identify and secure prospective training stations
104	2.072	Develop the training ability of on-the-job instructors
117	2.000	Establish and apply policies for managing student attendance, transfers, and terminations
122	1.970	Identify and enroll prospective students
123	1.956	Conduct employer-employee appreciation event
125	1.870	Establish criteria and guidelines for operating a cooperative vocational education program

SCHOOL/COMMUNITY RELATIONS (Overall Mean = 2.108)

RANK	MEAN	COMPETENCY
44	2.394	Cooperate with state and local educators
56	2.338	Obtain feedback from the school and community concerning the vocational education programs
84	2.211	Provide service to and maintain liaison with members of the community
93	2.169	Give presentations to school and community groups to promote vocational education program
99	2.099	Conduct open house
110	2.042	Provide displays in the school and community on the vocational education programs
111	2.028	Develop brochures to inform others about the vocational education program
112	2.028	Prepare news releases and manuscripts to promote the vocational education program
121	1.971	Develop a plan for school/community relations
127	1.803	Plan, develop, and present television and/or radio announcements to promote the vocational program

Competency Profile for
Trade & Technical and Health Occupations Education Teachers

Directions for recording student progress in the course:

_____

_____

Course A

Selection and Organization of _____

(List the 25 duties determined by IEPDCC)

Course B

Principles of _____

(List the 25 duties determined by IEPDCC)

Course C

Special Needs _____

(List the 18 duties determined by IEPDCC)

Course D

Teaching Adults

(list the 14 duties determined by IEPDCC)

Course E

Guidance in Vocational Education

(List the 10 duties determined by IEPDCC)

Course F

Organization and Management _____

(List the 35 duties determined by IEPDCC)

Course G

Coordination of Cooperative Education

(List the 12 duties determined by IEPDCC)

Course H

Measurement & Evaluation

(list the 14 duties determined by IEPDCC)

SELECTION AND ORGANIZATION OF _____

DUTY BAND A

LEGEND: ---+ Develop for Missouri

S--- Supplement

AB Ohio Material - Source

Legend	Priority	
I-3	1	Develop a personal philosophy of education
---+	2	Describe goals of Trade & Industrial and Health Occupations Education Programs
G-1 A-6	3	Describe the interrelationship of vocational education with the total school curricula
---+	4	Identify initial and re-certification requirements for T&I and HOE Teachers
---+	5	Identify local and state High School graduation requirements
D-1	6	Define criteria for student performance in a vocational education program
B-2	7	Write student performance objectives for a vocational course

A-6	8	Formulate vocational education program goals and objectives
K-6	9	Identify the entry level criteria for a vocational course
A-7	10	Identify course content for competency-based education
---+	11	Identify existing sources of curricula
C-18	12	Formulates and modifies instructional plans and materials for individualized instruction
B-5	13	Select instructional materials
---+	14	List instructional resource centers
S---	15	Identify professional associations
---+	16	Identify professional/trade periodicals
B-3 5	17	Develop units of instruction for the class
B-4 5	18	Develop lesson plans
	19	Prepare teacher made instructional materials

A-7	20	Interpret and utilize occupational analysis information
E-1	21	Identify needs for instructional resources
A-3	22	Interpret and utilize community survey data
C-9	23	Direct student in acquiring skills, attitudes, or concepts via the project or research method
A-8	24	Modify course of study
---+	25	Explain the components of Vocational Instructional Management System

PRINCIPLES OF _____

DUTY BAND B

LEGEND: ---+ Develop for Missouri

S--- Supplement

AB Ohio Material - Source

Legend	Priority	
K-1	1	Identify the objectives of competency-based education
K-2&4	2	Identify instructional materials for competency-based education
B-1	3	Determine the needs and interests of students
C-7	4	Identify techniques for supervision of student laboratory/clinical experiences
C-17	5	Identify concepts or principles
C-6	6	Identify methods of student study
C-8	7	Identify methods of in applying problem-solving techniques
C-13	8	Describe reinforcement learning techniques
C-15	9	Conduct illustrated talks

C-20	21	Describe the procedures to utilize guest speakers
C-19	22	Conduct team teaching
C-1	23	Conduct individual and group field trips
C-7 C-18	24	Provide learning experiences for vocational students through structured activities
M-2	25	Identify techniques for developing technical reading skills

TEACHING ADULTS

DUTY BAND D

LEGEND: ---+ Develop for Missouri

S--- Supplement

AB Ohio Material - Source

Legend	Priority	
B-1 N-3	1	Identify individual training needs of adult learners
N-1 S	2	Identify key stages of the work to school transition
N-5	3	Describe the organization and management of adult programs
N-4	4	Develop and/or modify curriculum for adult learner (short term)
N-4	5	Modify instructional techniques to meet the needs of adults
N-1 B-1 S---	6	Compare and contrast the instructional process for adults to that of secondary students
N-5	7	Identify ways to integrate adults into traditional program

N-4	8	Develop and/or modify plan of instruction for adult learners
N-4	9	Modify instructional materials for adult learners
N-4	10	Modify instructional techniques to meet the needs of adult learners
N-5	11	Identify methods of completing local and state high school requirements
N-6	12	Assess the progress of adult learners
N-2	13	List ways of marketing adult education program
G-3	14	Develop brochures about adult vocational education programs

N-4	8	Develop and/or modify plan of instruction for adult learners
N-4	9	Modify instructional materials for adult learners
N-4	10	Modify instructional techniques to meet the needs of adult learners
N-5	11	Identify methods of completing local and state high school requirements
N-6	12	Assess the progress of adult learners
N-2	13	List ways of marketing adult education program
G-3	14	Develop brochures about adult vocational education programs

GUIDANCE IN VOCATIONAL EDUCATION

DUTY BAND E

LEGEND: ---+ Development for Missouri

S--- Supplement

AB Ohio Material - Source

Legend	Priority	
M-6	1	Identify key stages of the school to work transition
F-4	2	Identify ways to provide information on education and career opportunities
F-3	3	Identify ways to assist students to meet their personal, education, and vocational needs
F-4	4	Identify ways to assist student in applying for employment or further education
F-5	5	Identify ways to present program information to prospective students
F-6	6	Identify and enroll prospective students
---+	7	Describe strategies to develop entrepreneurship as a career choice

F-2	8	Identify ways to collect students data through personal contacts
A-10	9	Design a student follow-up study
---+	10	Identify alternative providers of guidance services

ORGANIZATION AND MANAGEMENT

DUTY BAND F

LEGEND: ---+ Develop for Missouri

S--- Supplement

AB Ohio Material - Source

LEGAL AND SAFETY

Legend	Priority	
---+	1	Identify ways to provide legal and product liability
E-5	2	Identify ways to provide for safety needs of students
E-6	3	Identify ways to provide first aid needs of students

MANAGEMENT

E-8 E-9	1	Identify methods to manage, organize and maintain equipment and supplies
A-4 A-5	2	Identify the procedures to organize, reorganize and maintain occupational advisory council
E-2	3	Prepare budgets, reports and proposals for course/program--FV-1, FV-2, FV-4, etc.

---+	4	Explain vocational program funding policies
E-2	5	Identify procedures to establish and apply policies for managing student attendance, transfers, and terminations
---+	6	Identify Vocational Administrative Management System (VAMS)
E-4	7	Identify ways to maintain a filing system
E-2 & S	8	Identify the date elements necessary to meet State reporting requirements
E-7	9	Identify procedures to assist students in developing self-discipline, self-esteem, self-confidence, etc
		PROGRAM PLANNING
A-9	1	Develop long-range plans for a vocational education program
A-2	2	Conduct community surveys
F-1	3	Identify procedures to select and use student
---+	4	Define customized training opportunities.

PROFESSIONAL. DEVELOPMENT

---+	1	Identify ways to maintain relationships with professional certification agencies.
---+	2	Establish a professional development plan for certification
I-2	3	Identify participation leadership opportunities in the technical and teaching fields
---+	4	Identify and apply research in the field being taught

FACILITIES AND EQUIPMENT

E-2 E-9	1	Describe procedures for Inventory Control
A-9 E-1	2	Develop a plan for expansion of facilities and purchase of equipment/supplies for updating vocational programs

PUBLIC RELATIONS

G-1	1	Develop a plan for school/community relations
I-2 G-1	2	List ways to become involved in school and community activities

G-8	3	Identify ways to provide service to and maintain liaison with members of the community
G-5 G-6	4	Plan, develop, and present television and/or radio announcements to promote vocational education programs
G-2	5	Develop presentations to promote vocational education programs
G-7	6	Conduct open house
G-9	7	Identify ways to cooperate with state and local educators
G-4	8	Develop a display on the vocational education programs
G-5	9	Prepare news releases and manuscripts to promote the vocational education program

VOCATIONAL STUDENT ORGANIZATION

H-2	1	Identify procedures to establish vocational student organization (VSO)
H-3	2	Describe ways to prepare students for leadership roles in the vocational student organization (VSO)

H-4	3	Describe ways to assist students in developing and financing a yearly program of activities through VSO's
		PROGRAM EVALUATION
A-11	1	Assess your vocational education program self-study
A-10	2	Conduct student follow-up study

DUTY BAND G

COORDINATION OF COOPERATIVE EDUCATION

LEGEND: ---+ Develop for Missouri

S--- Supplement

AB Ohio Material - Source

Legend	Priority	
J-1	1	Establish criteria and guidelines for operating a cooperative vocational education programs
---+	2	Identify the legal aspects applicable to cooperative educational programs
J-4	3	Identify and secure prospective training stations
J-3	4	Recruit students for the cooperative education program
J-5	5	Arrange for student's placement on-the-job
J-6	6	Develop the training ability of on-the-job instructors
J-7	7	Coordinate and supervise on-the-job instruction
J-9	8	Plan and conduct related instruction

J-8	9	Evaluate student's on-the-job performance
---+	10	Identify and complete cooperative education program reporting forms
J-10	11	Conduct employer-employee appreciation event
---+	12	Evaluate the cooperative education program

MEASUREMENT AND EVALUATION

DUTY BAND H

DOWNS

LEGEND: ---+ Develop for Missouri

S--- Supplement

AB Ohio Material - Source

Legend	Priority	
K-1, S ---+	1	Compare and contrast criterion with normal referenced evaluation
K-6, S	2	Develop assessment items from a competency profile
D-2	3	Identify procedures to develop and administer tests to assess student cognitive performance
D-4	4	Develop and administer evaulative devices to assess student psychomotor performance
D-3	5	Develop and administer evaluative instruments to assess student affective performance
B-1	6	Assess the entry level skills of your student
D-6	7	Evaluate instructional effectiveness

---+	8	Develop and use a table of specifications
---+	9	Identify the qualities which an assessment instrument contains
D-2,3,4	10	Identify the principles underlying the construction of tests
---+	11	Identify the advantages and limitations of each type of evaluation format used for assessment.
---+	12	Employ item analysis to enhance the appropriateness of teacher developed tests
D-5	13	Determine student grades in a vocational course/program utilizing competency mastery
D-2,3,4 K-6	14	Record and monitor student progress

SPECIAL NEEDS _____

DUTY BAND C

LEGEND: ---+ Development for Missouri

S--- Supplement

AB Ohio Material - Source

Legend	Priority	
L-2	1	Identify students with special needs
L-4 S---	2	Define the individualized education plan (IEP) implementation and review process
	3	List services and access methods to Project MO LINC
L-12	4	List ways to prepare special needs students for employability (competency based education)
L-11	5	List ways to assist special needs students in developing career planning skills
L-3	6	Develop the plan of instruction for students with special needs
L-4 & L-5	7	Modify instructional materials/instruction for students with special needs
L-7	8	Modify instructional techniques to meet the needs of students with special needs
L-5	9	Modify instruction for slower and more capable students
L-9	10	Assess the progress of students with special needs program
M-2	11	Identify methods and/or techniques to assist students in developing technical reading skills
M-6	12	Identify methods and/or techniques to assist students in improving their survival skills

M-5	13	Identify methods and/or techniques to assist students in improving their math skills
M-3	14	Identify methods and/or techniques to assist students in improving their writing skills
M-1 & M-2	15	Identify methods and/or techniques to assist students in achieving basic reading skills
L-10	16	Counsel special needs students with personal-social problems
L-6	17	Identify procedures to promote peer acceptance of students with special needs
L-13	18	Identify ways to promote the vocational program with special needs students

L-4	Provide instructional materials for gifted students
L-7	Use instructional techniques to meet the needs of gifted students
L-6	Promote peer acceptance of gifted students
L-13	Promote Vocational program with gifted students
L-2	Identify gifted students
L-3	Plan instruction for gifted students